**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** \_Day One\_\_\_\_\_\_\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: This is my story Part 1** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

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| **Activating Strategy/ Bell Ringer** | Flocabulary and Grammar |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  **I can compare and contrast the textual characteristics of the three Rosa Parks texts. (This is a three day lesson plan)**  **Instructional Plan:**   1. Anticipation Guide for Rosa Parks [www.sde.com/Downloads/TeacherResources/di/Anticipation\_Guide.pdf](http://www.sde.com/Downloads/TeacherResources/di/Anticipation_Guide.pdf) 2. Students will read the Rosa Parks Biography by Rita Dove, 3. Watch the *Discovery Learning* video clip about Rosa parks.   Rosa Parks video-Discovery Education  <http://player.discoveryeducation.com/index.cfm?guidAssetId=5D11FDE5-0C2D-4B19-95F3-7FB52EC286DD&blnFromSearch=1&productcode=US> |
| **Closing/Summarizing Strategy** | Anticipation Guide |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Al will complete the anticipation guide individually and take notes on the video. | EC students will complete a guided video notes sheet and do Anticipation guide together as a class | Vocabulary from the essential vocabulary list will be completed and studied in class. |
| **Assessment(s)** | Anticipation Guide and graphic organizer | | |
| **Reflection** |  | | |